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IDENTIFIERS	*New Mexico (Albuquerque)

ABSTRACT

This curriculum guide was developed to help administrators develop a competency-based postsecondary curriculum to prepare students for employment in business and office occupations. The content is in five sections. The first one introduces the concepts and techniques of competency-based education and includes some sample forms, such as student progress charts and instructor's schedules. Each of the next three sections presents the core competencies and job skills along with prerequisite knowledge (subject matter student must know to fulfill the competency) for one job cluster. The three job clusters covered are bookkeeping/accounting (includes bookkeeping clerk, full charge bookkeeper, accountant, and internal auditor/controller), data processing (includes key entry operator, data control clerk, data processing trainee, and programmer), and clerical/secretarial (includes receptionist clerk-typist, word processor, clerk-stenographer, secretary, and administrative secretary). An outline of the vocational competencies and liberal arts subjects required for an associate degree in secretarial administration is included. The last section covers the employment outlook for several occupations within the three job clusters and for each occupation includes a description of work, helpful personal traits, training, salary, and employment outlook in the United States, New Mexico, and Albuquerque. (EM)

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ED170463

GUIDE TO COMPETENCY-BASED EDUCATION FOR BUSINESS AND OFFICE OCCUPATIONS

A catalog of
bookkeeping/accounting, clerical/secretarial
and data processing skills
which your students need to get a job and to keep it

THE NEW MEXICO DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION DIVISION
SANTA FE, NEW MEXICO

CE 018 666

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1977

PREFACE

A study of employment prospects for this decade indicates that four out of five jobs will be open to workers with less than a college degree. However, the best jobs will go to people who have acquired a skill and a good basic education in words, numbers, and human relationships.

Vocational education at the post-secondary level exists for the mutual benefit of employers looking for competent workers and of students seeking to qualify for employment or advancement. That is why we involved business and professional people, as well as teachers, in selecting the competencies to be included in this guide.

The purpose of this publication is to help administrators construct the kinds of curriculum which will meet their students' needs. Every school and class should have definite goals for its students. This guide lists specific objectives in terms of competencies. Students who achieve these competencies will be ready for employment in the occupations which require these skills.

The basic structure of this guide consists of: (1) an introduction to the concepts and techniques of competency-based education; (2) summaries of the general competencies and specific job skills required to qualify for bookkeeping/accounting, data processing, and clerical/secretarial occupations; (3) recommended curriculum for two-year degree programs in secretarial administration; (4) long-range forecasts for a number of occupations in the above fields. (Our use of a looseleaf format will allow us to revise any page or section in the future without having to reprint the entire book.)

The State Division of Business and Office Education was especially interested in identifying those competencies emphasized by New Mexico employers. The final test of a post-secondary vocational program is whether its graduates are able to compete successfully in the job market. Although "job market" may include national employment opportunities, people generally are reluctant to move long distances in search of work because of the financial, social, and personal costs they may incur. That's why it is important that educators give top priority to the needs of local and regional businesses when designing vocational programs.

We hope the information in this book will provide post-secondary educators with criteria they can use to develop programs which will prepare their students to take advantage of career opportunities. Because they will know when they are competent to fill specific positions, they can set realistic occupational goals on the basis of how much time and effort they are willing (or able) to expend in the pursuit of those competencies.

Jeanne Hightower
State Supervisor
Business and Office Education

ACKNOWLEDGMENTS

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I. INTRCDUCTION TO COMPETENCY-BASED PROGRAMS

Competency-based programs assume a direct relation between education and action. The demonstrated acquisition of a skill (or competency) is the one sure evidence of having completed a course of study successfully.

This guide has been developed to identify the competencies necessary for entry into a specific job and for success in its performance. Teachers and administrators should review their present curricula in light of the competency-based programs outlined in this guide, and decide how many of their courses are designed to train for these competencies. It may be necessary to modify and enrich curricula which fail to meet the prescribed minimum levels of competency.

Characteristics of a Competency-Based Program

- Instructors and administrators agree on the mission of their program and then design the most effective organizational and operational strategy for fulfilling that mission.
- The basic criterion for evaluating instructors is how well they help each student to acquire the competencies he needs.
- Teachers are selected on the basis of curriculum needs. They commonly participate in differentiated staffing and team teaching.
- The teacher makes the program relevant to the real world. Education becomes human and personal.
- Continuous evaluation, feedback, and revision are built into the program.
- Identification of useful competencies is an ongoing activity, involving both employers and educators.
- Certificates or diplomas awarded at the exit of each student identify the competencies he has achieved.

Advantages of a Competency-Based Program

- Entrance requirements are not of great concern. Students start where they are. If they are not ready, they are helped to become ready.
- The objective for the student is not to spend so many hours in a classroom, but to learn a skill. Some students reach this goal more quickly than others. Neither the faster nor slower student is penalized.
- A student has completed the course when he has demonstrated his ability to do the job which requires the subject competency.
- Students acquire their competencies on the job, as well as in school.

Implementing a Competency-Based Program

Teachers are the most important ingredient in implementing a competency-based program. Their success depends upon their abilities to plan a complete program, to identify individual needs, to prescribe and deliver corrective measures, and to teach each student the competencies he needs to get and hold a job.

The essence of individualized instruction is that it meets individual needs by preparing each learner to perform prescribed objectives. There is a great deal of confusion about what constitutes individualized instruction. It is more than one-to-one tutoring. It is more than the use of "programmed materials" in a lab – with the teacher relegated to the role of "supervisor of the learning station." It is not limited to small groups.

Individualized instruction involves a complete process. Inherent in the system is the need to determine which skills students already possess and to assign activities which will help them to acquire the additional competencies they need to reach their occupational goals. The curriculum should include a diversity of methods and media to accommodate the various individual learning styles.

The key to a successful competency-based program is preparation. Effective preparation entails an extensive amount of work by instructors, but it will produce rewarding results for teachers and students alike. (Figures 4 and 5 suggest forms which instructors can use to help them implement weekly and monthly planning.)

Identifying Competencies:

The first step in planning is to identify and define the "core" competencies. Core competencies are basic skills which relate to all the occupations in a cluster. For instance, the core curriculum for the Bookkeeping/Accounting Cluster includes job application and interview, basic math, basic language, telephone techniques, typewriting, office etiquette, human relations in business, and business math and calculators. These fundamental skills may be acquired in an early stage of training, or they may extend throughout the program. They not only will help the student to become employable in his chosen occupational area, but they will be useful as he moves up the career ladder.

The second step is to identify and define the competencies required for specific jobs at each level of the career ladder. By knowing which competencies are necessary to a position, the student will understand why each task must be repeated until it meets the prescribed standard for that competency.

Classroom Strategies:

The instructor should inspect all competencies in planning the most effective techniques for relating a specific competency to a specific student. Which competencies lend themselves to the one-to-one tutorial system? Which competencies can be learned more quickly through interaction?

- Complex theory which requires detailed explanations should be presented to groups for best use of instructor's time.
- Lab demonstrations should be presented in small groups so that everyone can see and hear.
- Hands-on activities are done individually.
- Two or more students who work well together in a group could collaborate on certain projects.

- Occasionally, an advanced student could work with another student to the advantage of both.
- Realism in learning experiences increases motivation.
- Questions on written tests should be realistic also. No secretary ever heard her boss say, "Name the parts of the sentence and give the definition of a verb." But, many have heard, "Retype this letter so that it makes sense."
- The instructor should use a variety of media so that he is not bored with his own presentation. One bored teacher = many bored students.
- Consider alternative approaches with different students to help them achieve the desired competency. When one doesn't work, try another.
- Every student needs frequent supervision, evaluation, and encouragement.

Schoolwide Organization of Instruction:

1. The self-contained system

   All students learning the same occupation are grouped together. They remain with the same teacher, but are taught at multi-instructional levels. A conceptual model for a day's activities under this system is shown in Figure 1.

2. The departmental system

   Students are divided into groups of approximately the same learning level. Instruction is planned in phases so that specific objectives will be achieved by students at each phase. After students achieve the objectives in one phase, they move to the next one.

   Procedures for implementing a departmental system: (a) Divide competencies into phases (based on semesters or trimesters) (b) Measure student load (c) Determine teacher specialty areas (d) Identify student needs (e) Build a matrix based on the number of teachers and number of available class periods (f) Schedule phases into matrix (g) Schedule students into needed phases.

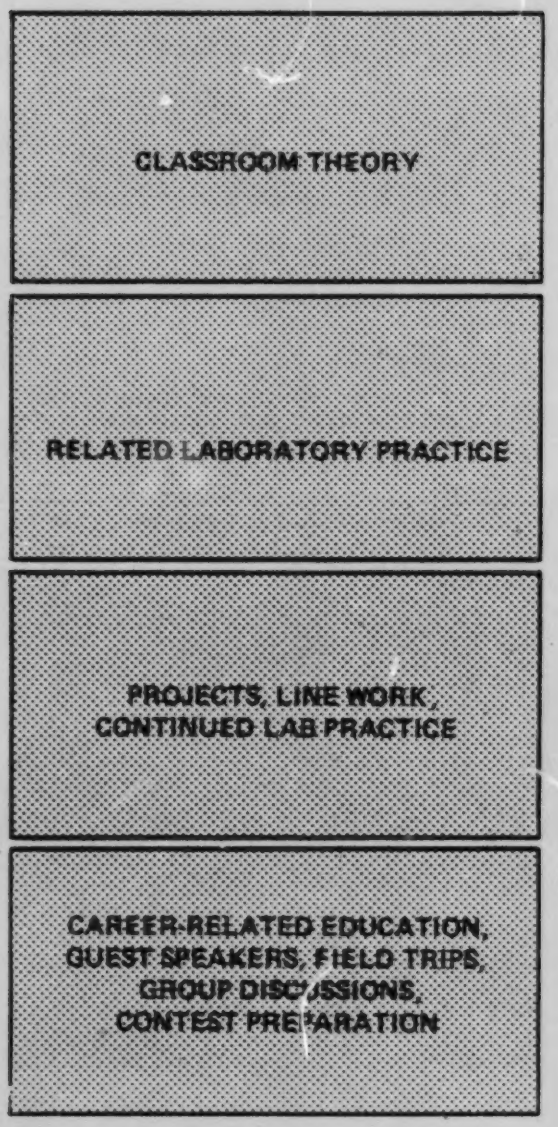
Student Records:

Instructors must keep accurate progress records on each individual. These records will let students know where they are and what they need to do to reach their goals. Figures 2 and 3 are copies of sample progress charts for clerical/secretarial students. Similar charts can be adapted to other occupational clusters.

(Figure 1)

Model of a Multi-Level, Self-Contained System of Instruction

(Six-Hour Day)


CLASSROOM THEORY
RELATED LABORATORY PRACTICE
PROJECTS, LINE WORK, CONTINUED LAB PRACTICE
CAREER-RELATED EDUCATION, GUEST SPEAKERS, FIELD TRIPS, GROUP DISCUSSIONS, CONTEST PREPARATION

(Figure 2)

STUDENT PROGRESS CHART

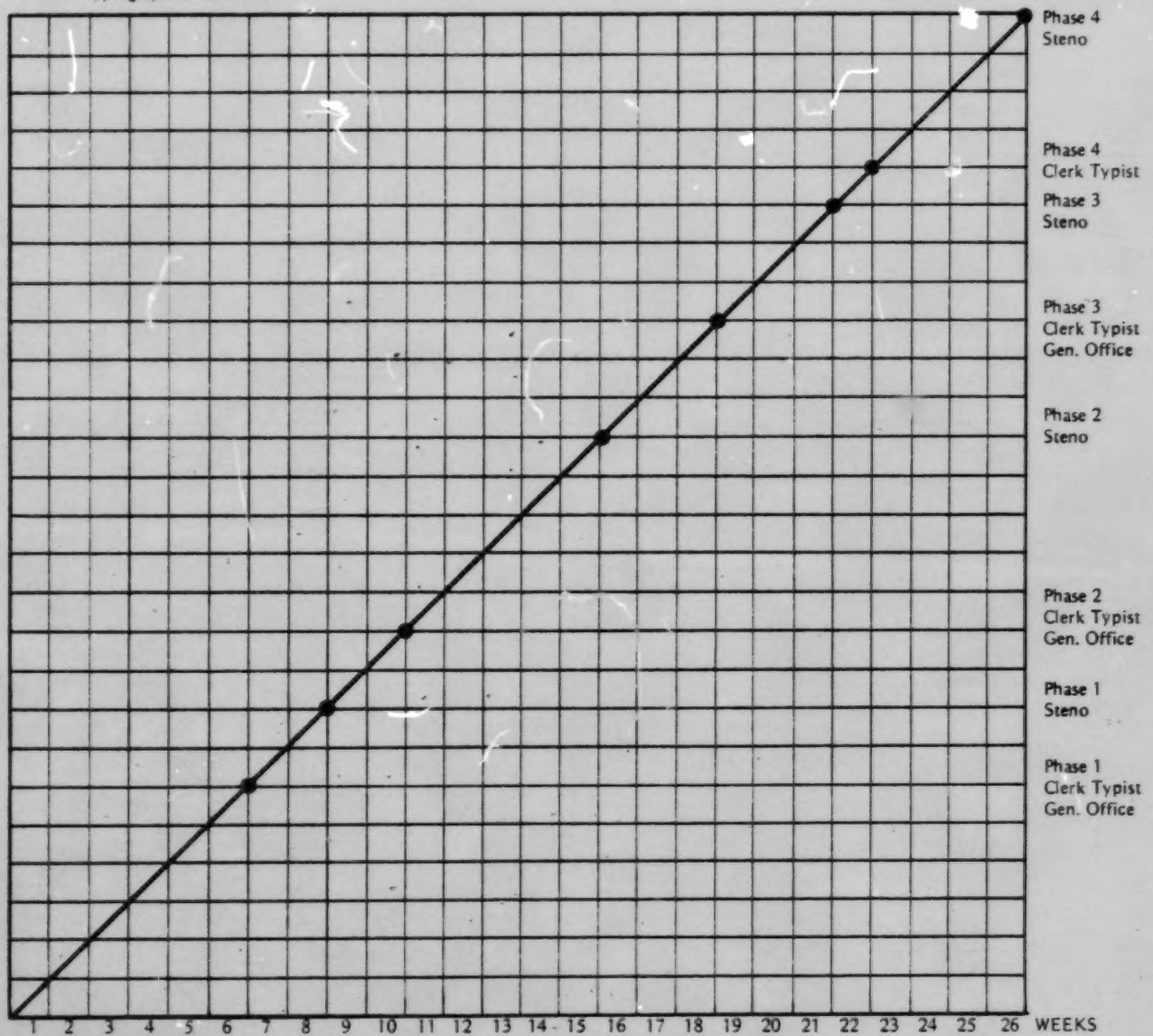
TRAINEE _____

Date entered _____

Date terminated _____

PHASE 1 (Clerk Typist & General Office Clerk)
Lessons 1-25
Typing Speed: 20 WPM
PHASE 2 (Clerk Typist & General Office Clerk)
Lessons 26-75
Typing Speed: 35 WPM
PHASE 3 (Clerk Typist & General Office Clerk)
Lessons 76-100
Typing Speed: 50 WPM
PHASE 4 (Clerk Typist)
Lessons 101-150
Typing Speed: 55 WPM

PHASE 1 (Stenography)
Lessons 1-24
PHASE 2 (Stenography)
Lessons 25-48
PHASE 3 (Stenography)
60 WPM
PHASE 4 (Stenography)
80 WPM


Phase 4 Steno
Phase 4 Clerk Typist
Phase 3 Steno
Phase 3 Clerk Typist Gen. Office
Phase 2 Steno
Phase 2 Clerk Typist Gen. Office
Phase 1 Steno
Phase 1 Clerk Typist Gen. Office
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 WEEKS

GENERAL OFFICE CLERK – 18 Weeks CLERK TYPIST – 22 Weeks STENOGRAPHY – 26 Weeks

(Figure 3)

STUDENT PROGRESS CHART

Name _____ Program _____ Date Entered _____ Date Terminated _____

TYPING

PHASE I			PHASE II			PHASE III			PHASE IV						
Les.	Date	Sp.	Les.	Date	Sp.	Les.	Date	Sp.	Les.	Date	Sp.	Les.	Date	Sp.	Adv.
1			26			51			76			101			126			
2			27			52			77			102			127			
3			28			53			78			103			128			
4			29			54			79			104			129			
5			30			55			80			105			130			
6			31			56			81			106			131			
7			32			57			82			107			132			
8			33			58			83			108			133			
9			34			59			84			109			134			
10			35			60			85			110			135			
11			36			61			86			111			136			
12			37			62			87			112			137			
13			38			63			88			113			138			
14			39			64			89			114			139			
15			40			65			90			115			140			
16			41			66			91			116			141			
17			42			67			92			117			142			
18			43			68			93			118			143			
19			44			69			94			119			144			
20			45			70			95			120			145			
21			46			71			96			121			146			
22			47			72			97			122			147			
23			48			73			98			123			148			
24			49			74			99			124			149			
25			50			75			100			125			150			

SHORTHAND

1	25	REFRESHER COURSE	DICTATION 50 WPM	DICTATION 70 WPM	BUSINESS ORIENTATION
2	26	1	1	1	
3	27	2	2	2	Personality and Human Relations
4	28	3	3	3	
5	29	4	4	4	
6	30	5			
7	31	6	60 WPM	80 WPM	
8	32	7	1	1	Charm
9	33	8	2	2	
10	34	9	3	3	
11	35	10	4	4	Civil Service
12	36	11			
13	37	12			
14	38	13		Higher Speeds	Find and apply for a job
15	39	14			
16	40	15			
17	41	15			
18	42	17			
19	43	18			
20	44	19			
21	45	20			
22	46				
23	47				
24	58				

OFFICE PRACTICE

FILING	8	CALCULATOR	22	LESTER HILL
	12	23	33	OFFICE
	16	35	Last Review	SIMULATION
	24	MANUAL TYPEWRITER		
	25	DUPLICATORS		
10 KEY				
7	15			
20	33			

TRANSCRIBER BELTS
1__ 2__ 3__ 4__ 5 _____

EXECUTIVE BELTS
1__ 2__ 3__ 4__ 5_____

6__ 7__ 8__ 9__ 10_____

INSTRUCTOR'S WEEKLY SCHEDULE

OCCUPATION _____ UNIT(S) _____

	Monday	Tuesday	Wednesday	Thursday	Friday
CONTENT Media Methods Objectives					
LABORATORY Media Methods Objectives					
CUSHION Job Assignments (Continued Lab Practice) (Alternate Study)					

1.13

(Figure 4)

INSTRUCTOR'S MONTHLY SCHEDULE

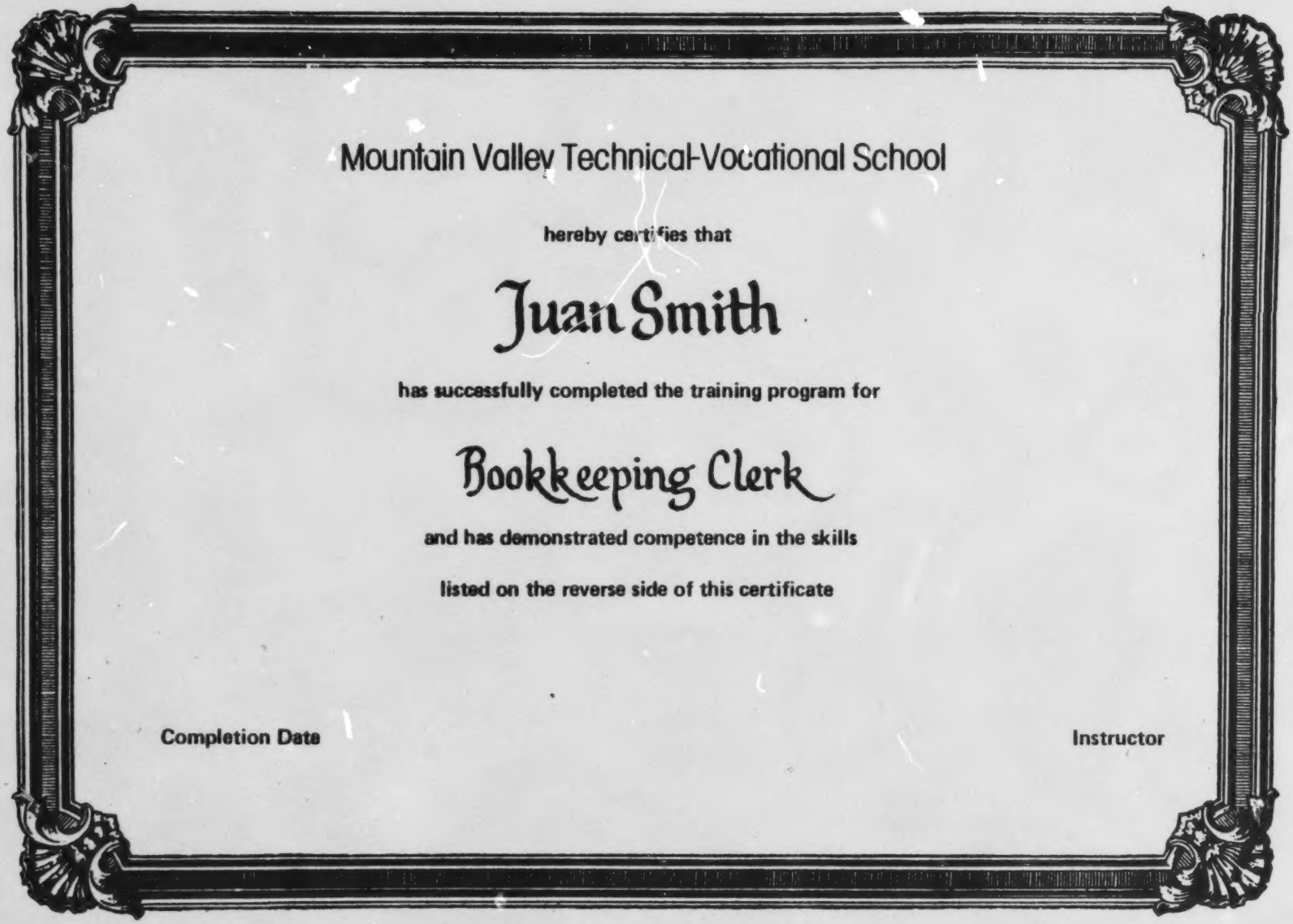
OCCUPATION _____ MONTH _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Instructions: Complete heading, insert dates in Saturday and Sunday blocks. List unit(s) to be completed each week. List the type "live" jobs to be scheduled each week (if applicable).

1.15

(Figure 5)



Mountain Valley Technical-Vocational School

hereby certifies that

Juan Smith

has successfully completed the training program for

Bookkeeping Clerk

and has demonstrated competence in the skills

listed on the reverse side of this certificate

Completion Date

Instructor

(Figure 6)

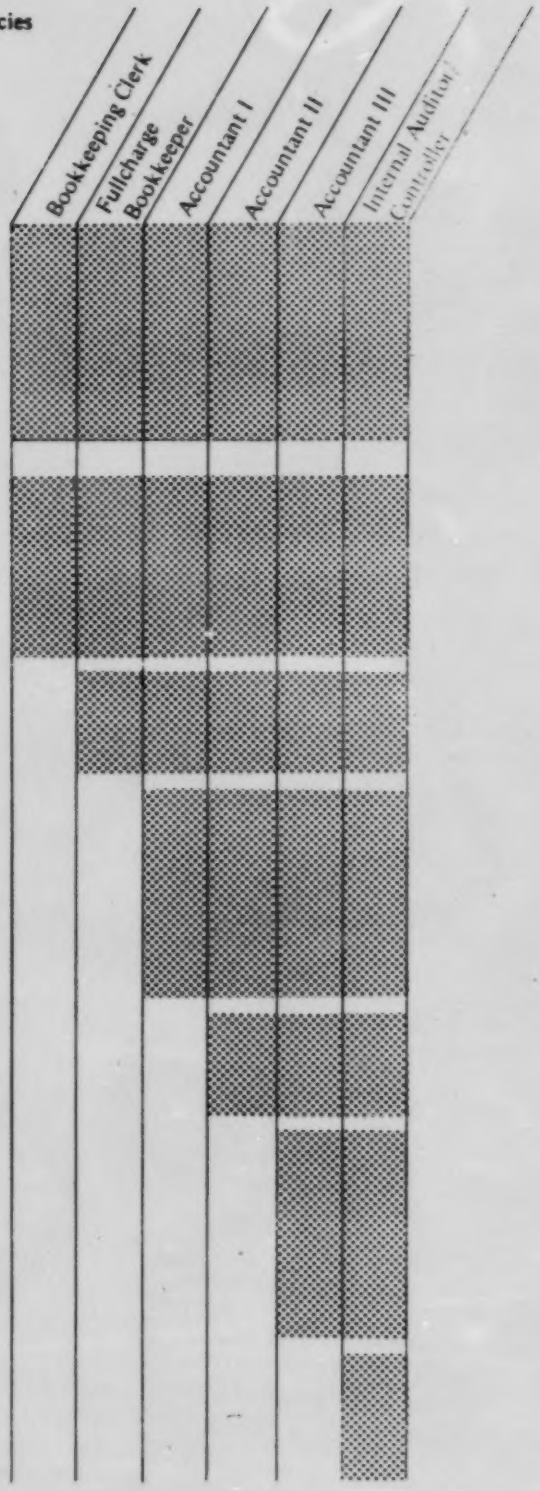
Certificate of Proficiency

This document certifies that the occupational tasks were completed, then tested by the Mountain Valley Technical-Vocational School for the job entry level of skill and competency required.

- ✓ Payroll
- ✓ Banking
- ✓ Journals
- ✓ Petty Cash
- ✓ Subsidiary Ledgers
- ✓ Computing Inventories and Depreciation
- ✓ General Journal, General Ledger and Trial Balance

II. BOOKKEEPING/ACCOUNTING CLUSTER

Sets of Competencies



Core Curriculum
- Job Application/Interview (2.4)
- Basic Math (2.5)
- Basic Language (2.6)
- Telephone Techniques (2.7)
- Typewriting (2.8)
- Office Etiquette (2.9)
- Human Relations (2.10)
- Business Math/Calculators (2.11)

Job Skills
- Petty Cash (2.14)
- Journals (2.15)
- Subsidiary Ledgers (2.16)
- Computing Inventory/Depreciation (2.17)
- Payroll (2.18)
- Banking (2.19)
- General Journal, Ledger, Trial Balance (2.20)
- Worksheet, Financial Statements (2.21)
- Accrual/Cash Methods of Accounting (2.22)
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- Cash Flow, Operating Budget (2.38)
- Statements from Incomplete Records (2.39)
- Correcting Entries Before/After Closing Books (2.40)
- Analyzing Information to Aid Management (2.41)
- Cost Accounting Records (2.42)
- Changes in Ownership (2.43)
- Advanced Communication Skills (2.44)
- Evaluation of Financial Records (2.45)
- Internal Audit (2.46)
- Home/Branch Accounting (2.47)
- Consolidated Financial Statements (2.48)
- Supervision (2.49)

Introduction

CORE CURRICULUM: Core competencies are those basic skills and attitudes which are required for certification in any occupation in the Bookkeeping/Accounting Cluster.

JOB SKILLS: This section identifies the competencies required for specific job classifications. The job titles are listed in order of increasing complexity and responsibility.

The student will accomplish all competencies in a reasonable time and to the satisfaction of the instructor.

PREREQUISITE KNOWLEDGE: This item identifies subject matter which students must know to fulfill the competency described.

RESOURCE MATERIALS AND TEACHING AIDS: Each competency is listed on a separate page. The lower area of each page is left blank for the instructor's use in noting books, articles, and techniques which may be useful in teaching that particular competency.

Core Curriculum

COMPETENCY: *Job Application and Interview*

The student will write a resume, complete an employment application, participate in a mock interview*, write a letter of application, and write a follow-up letter.

PREREQUISITE KNOWLEDGE:

Preparation of a resume

Legible and correct application

Types of bookkeeping and accounting occupations

Occupational choices

Individual qualifications and wage aspects of chosen career field

Letter styles

Letter writing techniques

Job opportunities

Techniques for getting and holding a job

*The mock interview should be conducted by business people from the community. Students should be informed of the interviewer's evaluations and recommendations for improvement.

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Basic Math*

The student will add, subtract, multiply and divide, using whole numbers, fractions, percentages, and decimals. The student will round numbers as instructed and will solve basic math problems.

PREREQUISITE KNOWLEDGE:

Terms and definitions relating to whole numbers, fractions, percentages, and decimals.

Terms and definitions relating to place value of numbers

Rounded numbers

Simple math problems encountered in office-related jobs

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY:

Basic Language

The student will use parts of speech accurately in constructing sentences and will apply the rules of language mechanics. The student's demonstration of these skills will include constructing an accurate response to an inquiry and proofreading and correcting a communication of at least three paragraphs.

PREREQUISITE KNOWLEDGE:

Identification of parts of speech

Application of rules of agreement, sentence construction, spelling, paragraphing, plurals, possessives, capitalization, punctuation, word division, and expressing numbers

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Telephone Techniques*

The student will handle incoming telephone calls effectively and efficiently (including problem calls), prepare telephone messages, and place local and long distance calls as directed.

PREREQUISITE KNOWLEDGE:

Use of telephone directory

Placement of long distance calls

Transferring calls

Written telephone messages

Handling difficult customers

Placing calls on "hold"

Telephone services and costs

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY:

Typewriting

The student will copy material in paragraph form at a rate of 30 words per minute over a 5-minute period with not more than 5 errors.

The student will type mailable* letters, memos, reports, tables, financial statements, and will complete Federal and State forms and reports.

PREREQUISITE KNOWLEDGE:

Business letter styles

Memorandums

Stylistic features and their placement

Type faces and pitch

Proofreader's marks

Financial statements form

Report form

Centering – vertical and horizontal placement

Error correction methods

Federal and State reports and forms

* Mailable: No uncorrected errors; Correct form, style and mechanics; Corrections undetectible

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Office Etiquette*

The student will demonstrate office etiquette, including introduction of guests, patrons, and other visitors, providing for visitor's comfort, responding to invitations, and using correct protocol for distinguished visitors.

PREREQUISITE KNOWLEDGE:

Techniques of introduction

Courteous responses to customers or patrons

Formal responses to invitations

Protocol in the office

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY:

Human Relations in Business

The student will show an understanding of himself, his value system, and his personal characteristics. The student will display a knowledge of the function of an employee in relation to superiors, peers, subordinates, clients, and sales or service personnel.

PREREQUISITE KNOWLEDGE:

Self-awareness
Value systems
Personal characteristics
Company policies
Initiative and cooperation
Following instructions
Tact
Good grooming
Personality
Loyalty
Communicating
Attitude
Accuracy
Job responsibility (disclosed and undisclosed)

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Business Math and Use of Calculator*

The student will perform the four basic math functions (addition, subtraction, multiplication, and division) on an electronic calculator using whole numbers, percentages, and decimals.

The student will solve business math problems encountered in office-related jobs.

PREREQUISITE KNOWLEDGE: Basic Math

Math problems encountered in office related jobs; discounts, invoice extension, sales tax, mark-up, mark-down, interest, depreciation, inventory valuation

* * * *

Resource Materials and Teaching Aids:

JOB SKILLS

Bookkeeping Clerk

COMPETENCY: *Petty Cash*

The student will maintain a petty cash disbursement record. The student will foot, rule, and prove the disbursement record, replenish the petty cash fund, and record the check issued to petty cash.

PREREQUISITE KNOWLEDGE:

Revolving petty cash funds

Chart of accounts

Expense accounts

Ruling and footing journals

Writing checks

Recording petty cash transactions

* * * * *

Resource Materials and Teaching Aids:

Bookkeeping Clerk

COMPETENCY:

Journals

The student will maintain, balance, and rule various journals (not including the general journal) and will post to general and subsidiary ledgers.

PREREQUISITE KNOWLEDGE:

Kinds of journals
Source documents
Analyzing transactions
Chart of accounts
Posting
General ledger
Subsidiary ledgers

* * * * *

Resource Materials and Teaching Aids:

Bookkeeping Clerk

COMPETENCY: *Subsidiary Ledgers*

The student will maintain a subsidiary ledger for any general ledger account and prepare a schedule of accounts for each subsidiary ledger in balance with the general ledger account.

PREREQUISITE KNOWLEDGE:

Subsidiary ledger

Opening and closing accounts

Posting to subsidiary ledgers

Control accounts

Schedule of subsidiary accounts

* * * * *

Resource Materials and Teaching Aids:

Bookkeeping Clerk

COMPETENCY: *Computing Inventories and Depreciation*

The student will compute under supervision the value of inventories by using FIFO, LIFO, and weighted average methods, will keep periodic or perpetual inventories of goods and fixed assets and will compute depreciation using the following methods: straight-line, declining balance, and sum-of-the-year digits.

PREREQUISITE KNOWLEDGE:

Methods of computing cost of goods

Periodic inventory evaluation

Perpetual inventory evaluation

Keeping inventory of fixed assets

Depreciation methods

* * * * *

Resource Materials and Teaching Aids:

Bookkeeping Clerk

COMPETENCY: *Payroll*

The student will maintain a payroll register including calculation of Federal and State withholding taxes, FICA taxes, and other withholdings agreed to by the employer and employee. The student will write employee checks, maintain individual employee payroll records, complete withholding tax statements, journalize employer's payroll taxes, and complete Federal forms 940, 941, 501, and W-3.

PREREQUISITE KNOWLEDGE:

Calculation of gross earnings
Employee exemptions (W-4 forms)
Federal withholding table
State withholding table
FICA taxes
Maximum taxable earnings
Other items that can be withheld (bonds, annuities, insurance, etc.)
Writing checks
Keeping employee payroll records
Wage and Tax Statement (W-2)
Accounting for employer's payroll taxes
Preparation of forms 940, 941, 501, and W-3
Federal and State unemployment compensation taxes

* * * * *

Resource Materials and Teaching Aids:

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Bookkeeping Clerk

COMPETENCY: *Banking*

The student will write checks and make bank deposits, maintain a combined cash journal, foot and rule the journal, prepare proof of footings, post entries to the general ledger, reconcile the bank statement, and make appropriate adjusting or correcting entries.

PREREQUISITE KNOWLEDGE:

Books of original entry

Cash receipts book

Check register

General ledger

Chart of accounts

Posting

Debits and credits

Reconciliation of bank statement and appropriate adjusting entries

Bank transactions

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Resource Materials and Teaching Aids:

Bookkeeping Clerk

COMPETENCY: *General Journal, General Ledger, and Trial Balance*

The student will record transactions in a general journal under supervision, post books of original entry to a general ledger, and take a trial balance.

PREREQUISITE KNOWLEDGE:

Accounting cycle
Accounting theory
Accounting for business transactions
Chart of accounts
Books of original entry
General journal
General ledger
Trial balance

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Resource Materials and Teaching Aids:

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Full Charge Bookkeeper

COMPETENCY: *Worksheet, Financial Statements, and Adjusting and Closing Entries*

The student will prepare a worksheet, balance sheet, and income statement. The student will prepare and post adjusting and closing entries, and will open books for a new fiscal year.

PREREQUISITE KNOWLEDGE:

Contra accounts

Evaluation of inventories

Worksheet

Balance sheet

Income statement

Adjusting entries (bad debts, employer's FICA, workmen's compensation, depreciation, prepaid expense)

Closing books

Opening books

* * * * *

Resource Materials and Teaching Aids:

Full Charge Bookkeeper

COMPETENCY: *Accrual and Cash Methods of Accounting*

The student will prepare closing entries based on the accrual method and the cash method of accounting.

PREREQUISITE KNOWLEDGE:

Closing entries

Accrual method of accounting

Cash method of accounting

* * * * *

Resource Materials and Teaching Aids:

Full Charge Bookkeeper

COMPETENCY: *Business Communications*

The student will prepare communications including letters, memos, business forms, technical reports, and accounting statements. The student will prepare Federal and State forms, including gross receipts and compensating tax, insurance reports, workmen's compensation, retirement account reports, and income tax reports.

PREREQUISITE KNOWLEDGE:

Basic Language Competency

Typewriting Competency

Federal and State forms completion

Financial statements format

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Resource Materials and Teaching Aids:

Full Charge Bookkeeper

COMPETENCY: *Automated Data Processing*

The student will prepare the forms necessary to convert from a manual to an automated data processing system of accounting (Chart of Accounts Set-up and Journal Entry Transmittal Form), and will process data through automated data processing.

PREREQUISITE KNOWLEDGE:

Automated data processing input/output forms

Batching

Source documents

Keypunch

Basic flow charts

* * * * *

Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Accounting Principles*

The student will define, explain, and defend good accounting principles and procedures.

PREREQUISITE KNOWLEDGE: Accepted accounting principles and procedures

* * * * *

Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Journalizing Difficult Transactions*

The student will use generally accepted accounting principles in journalizing difficult transactions affecting sole proprietorships, partnerships, and corporations.

PREREQUISITE KNOWLEDGE:

Accounting concepts and principles

Receivables, payables, inventories

Land, building, equipment

Evaluation accounts

Deferrals and accruals

Intangible assets

* * * * *

Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Analyzing Financial Statements*

The student will prepare and analyze reports based upon financial data used by management.

PREREQUISITE KNOWLEDGE:

Preparation of vertical analysis of financial reports

Preparation of horizontal analysis of financial reports

Preparation and analysis of ratios and percentages of key management data

Reports to aid management in using financial data to make decisions

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Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Accounting for Prepaid Expenses*

The student will account for prepaid expenses by preparing subsidiary schedules of various prepaid expenses and making proper adjustments.

PREREQUISITE KNOWLEDGE:

Definition of prepaid expenses

Preparation and maintenance of subsidiary schedules for various prepaid expenses

Calculation of proper adjustments to prepaid expense accounts at the end of the accounting period

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Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Researching Rulings*

The student will research Accounting Principles Board rulings and Financial Accounting Standards Board rulings as they affect asset evaluation.

PREREQUISITE KNOWLEDGE: Previous competencies.

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Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Federal Income Tax Reports*

The student will prepare a Federal income tax report for an individual, a sole proprietorship, and a partnership. The student will demonstrate basic knowledge of Federal income tax regulations.

PREREQUISITE KNOWLEDGE:

Taxable vs. non-taxable income

Gross income

Adjusted gross income

Taxable income

Itemized deductions

Exemptions

Tax credits

Requirements for filing taxable income as they apply to sole proprietorships, partnerships, and corporations

Federal income tax forms

Federal income tax tables

State income tax

* * * * *

Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Business Law*

The student will apply legal principles and understandings to business problems and situations, identify legal rights and obligations in personal business situations, and name the legal requirements of valid contracts.

PREREQUISITE KNOWLEDGE:

Foundations of business law

Business contracts

Laws of sales

Commercial paper

Employer-employee contracts

Insurance contracts

Property contracts

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Resource Materials and Teaching Aids:

Accountant I

COMPETENCY: *Accounting for Receivables*

The student will account for notes receivable, accounts receivable, drafts, trade acceptances, and investments.

PREREQUISITE KNOWLEDGE:

Calculation of interest on interest-bearing receivables

Aging accounts receivable

Accounting for non-interest-bearing receivables that are collectible over a long period of time

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Resource Materials and Teaching Aids:

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Accountant II

COMPETENCY: *Liabilities and Owner's Equity*

The student will make correct journal entries affecting the liabilities and owner's equity of sole proprietorships. The student will make correct journal entries affecting the liabilities and owner's equity of partnerships.

PREREQUISITE KNOWLEDGE:

Accounting for unusual liability and owner equity transactions

Allocation of gains and losses

Interpretation of partnership agreements

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Resource Materials and Teaching Aids:

Accountant II

COMPETENCY: *Current Long-Term Liabilities*

The student will account for the current portion of long-term liabilities by preparing schedules, journal entries, and balance sheets.

PREREQUISITE KNOWLEDGE:

Journal entries to account for current portion of long-term liabilities

Journal entries to account for bond discount and premium

Journalization of purchase and sales contracts involving interest discount

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Resource Materials and Teaching Aids:

Accountant II

COMPETENCY: *Investments*

The student will prepare temporary investment recommendations for surplus funds.

PREREQUISITE KNOWLEDGE:

General understanding of New York Stock Exchange and American Stock Exchange

Over-the-counter purchases

Bonds

Investment portfolio

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Resource Materials and Teaching Aids:

Accountant II

COMPETENCY: *Corporate Equity*

The student will prepare a statement of retained earnings. The student will prepare journal entries involving discounts and premiums on bonds, sinking funds, stock transactions, and dividends.

PREREQUISITE KNOWLEDGE:

Retained earnings

Issuance and sale of capital stock

Discounts and premiums on bonds

Sinking funds

Stock dividends

Accounting for stock transactions

Accounting for dividends

* * * * *

Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Forms of Ownership*

The student will prepare a paper describing the legal, capital, and accounting advantages and disadvantages of sole proprietorship, partnership, and corporate forms of business organization.

PREREQUISITE KNOWLEDGE: Capitalization and legal requirements of sole proprietorship, partnership, and corporate forms of organization.

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Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Cash Flow and Operating Budget*

The student will prepare a cash flow and operating budget.

PREREQUISITE KNOWLEDGE:

Operating budgets
Cash flow budgets
How budgeting assists management
How data is obtained for budget preparation
How budgets are used for management control

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Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Statements from Incomplete Records*

The student will prepare various statements from incomplete records.

PREREQUISITE KNOWLEDGE:

Definitions of incomplete records

Use of incomplete records to prepare cost of goods sold, operating expenses, inventories, financial condition, sales, income statements, and balance sheets.

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Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Correcting Entries Before and After Closing Books*

The student will prepare journal entries for various types of errors that are discovered during the current operating cycle and for various types of errors discovered after the books have been closed for the current operating cycle.

PREREQUISITE KNOWLEDGE:

Analyzing errors

Preparing journal entries to correct errors

Posting correcting entries

* * * * *

Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Analyzing Information to Aid Management*

The student will analyze financial data, including ratios, percentages, schedules, trends, and written reports, to aid management in the decision-making process.

PREREQUISITE KNOWLEDGE:

Key ratios

Common size percentages

Percentage of income statement items in relation to sales

Various schedules

Trend charts

* * * * *

Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Cost Accounting Records*

The student will maintain cost accounting records which will include job, process, and standard cost systems.

PREREQUISITE KNOWLEDGE:

Materials inventory records

Goods in process records

Finished goods records

Subsidiary manufacturing costs records

Cost of goods sold

Manufacturing statement

* * * * *

Resource Materials and Teaching Aids:

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Accountant III

COMPETENCY: *Changes in Ownership*

The student will prepare journal entries for changes of ownership in partnerships.

PREREQUISITE KNOWLEDGE:

Closing retiring partner's capital

Opening new partner's capital

Transferring old partner's capital to new partnership

Allocating "gains or losses", when partnership buys out one or more partners

* * * * *

Resource Materials and Teaching Aids:

Accountant III

COMPETENCY: *Advanced Communication Skills*

The student will demonstrate a high degree of skill in written and oral communications through preparation of letters, memos, and oral and written reports.

PREREQUISITE KNOWLEDGE: Analysis of financial data, investment reports, trend reports, research reports, and financial reports

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Resource Materials and Teaching Aids:

Internal Auditor/Controller

COMPETENCY: *Evaluation of Financial Records*

The student will perform routine evaluation of all phases of a company's financial records by analyzing a complete set of accounting records and making recommendations for improvements.

PREREQUISITE KNOWLEDGE:

Records required by governmental agencies

Records required by good accounting principles and practices

Records and reports required by management

* * * * *

Resource Materials and Teaching Aids:

Internal Auditor/Controller

COMPETENCY: *Internal Audit*

The student will prepare an internal audit.

PREREQUISITE KNOWLEDGE:

Purpose of an internal audit
Audit standards
Reasonable sample size for audit tests
Control of pertinent records
Records released to operating personnel
Preparation of recommended adjusting entries
Evaluating the adequacy of insurance coverage
Writing an audit report

* * * * *

Resource Materials and Teaching Aids:

Internal Auditor/Controller

COMPETENCY: *Home/Branch Accounting*

The student will demonstrate the ability to journalize home-office and branch-office transactions.

PREREQUISITE KNOWLEDGE:

Home-office and branch-office operations

Journalizing transactions between home office and branch

– on home-office books
– on branch-office books

* * * * *

Resource Materials and Teaching Aids:

Internal Auditor/Controller

COMPETENCY: *Consolidated Financial Statements*

The student will prepare consolidated worksheets for consolidated income statements and balance sheets.

PREREQUISITE KNOWLEDGE:

Accounts to be eliminated

Preparation of worksheets for elimination

Consolidated income statement preparation from worksheets

Consolidated balance sheet preparation from worksheets

Purpose of consolidated financial statements

* * * * *

Resource Materials and Teaching Aids:

Internal Auditor/Controller

COMPETENCY: *Supervision*

The student will supervise all phases of bookkeeping-accounting work in a small-to-medium-size business. This will include preparing an accounting manual covering all phases of a company's business activities and making an oral presentation on the prepared manual.

PREREQUISITE KNOWLEDGE:

Complete accounting cycle
Chart of accounts
Flow charts of business activity
On-the-job training techniques
Interpreting difficult instructions
Preparing job descriptions
Relating jobs to personnel available
Preparing internal control system
Techniques of leadership

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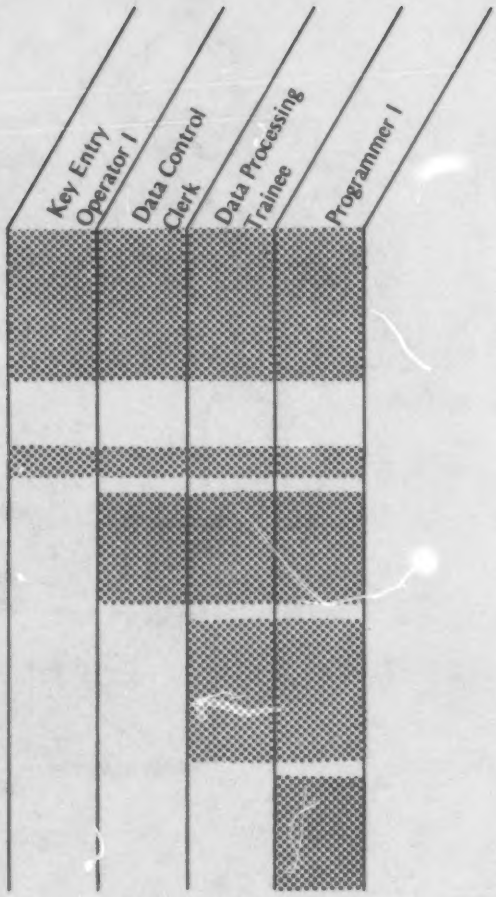
Resource Materials and Teaching Aids:

III. DATA PROCESSING CLUSTER

Sets of Competencies



Core Curriculum

- Job Application and Interview (3.4)
- Basic Math (3.5)
- Basic Language (3.6)
- Business Math and Use of Calculator (3.7)
- Human Relations in Business (3.8)

Job Skills

- Data Entry (3.10)
- Accounting Terminology for Data Processing (3.11)
- Computer Language (3.12)
- Input/Output Balance (3.13)
- Output-Storage Records (3.14)
- Terminology, Computer Arithmetic, Logic (3.15)
- Corrective Measures (3.16)
- Flow Chart and Documenting (3.17)
- Data Processing Communications (3.18)
- Computer Operation (3.19)
- Writing and Monitoring Programs (3.20)
- Vendor Software (3.21)
- System Analysis Techniques (3.22)
- Sorting, Searching and other Program Techniques (3.23)

Introduction

CORE CURRICULUM: Core competencies are those basic skills and attitudes which are required for certification in any occupation in the Data Processing Cluster.

JOB SKILLS: This section identifies the competencies required for specific job classifications. The job titles are listed in order of increasing complexity and responsibility.

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Core Curriculum

COMPETENCY: *Job Application and Interview*

The student will write a resume, complete an employment application, participate in a mock interview,* write a letter of application, and write a follow-up letter.

PREREQUISITE KNOWLEDGE:

Preparation of a resume

Legible and correct application

Types of data processing occupations

Occupational choices

Individual qualifications and wage aspects of chosen career field

Letter styles

Letter writing techniques

Job opportunities

Techniques for getting and holding a job.

* The mock interviews should be conducted by business people from the community. Students should be informed of the interviewer's evaluations and recommendations for improvement.

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY:

Basic Math

The student will add, subtract, multiply, and divide, using whole numbers, fractions, percentages, and decimals. The student will round numbers as instructed and will solve basic math problems.

PREREQUISITE KNOWLEDGE:

Terms and definitions relating to whole numbers, fractions, percentages, and decimals

Terms and definitions relating to place value of numbers

Rounded numbers

Simple math problems encountered in office-related jobs

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Basic Language*

The student will use parts of speech accurately in constructing sentences and will apply the rules of language mechanics. The student's demonstration of these skills will include constructing an accurate response to an inquiry and proofreading and correcting a communication of at least three paragraphs.

PREREQUISITE KNOWLEDGE:

Identification of parts of speech

Application of rules of agreement, sentence construction, spelling, paragraphing, plurals, possessives, capitalization, punctuation, word division, and expressing numbers

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Business Math and Use of Calculator*

The student will perform the four basic math functions (addition, subtraction, multiplication, and division) on an electronic calculator, using whole numbers, percentages, and decimals.

PREREQUISITE KNOWLEDGE: Basic math

Math problems encountered in office-related jobs: discounts, invoice extension, sales tax, mark-up, mark-down, interest, depreciation, inventory valuation

* * * * *

Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Human Relations in Business*

The student will show an understanding of himself, his value system, and his personal characteristics. The student will display a knowledge of the function of an employee in relation to superiors, peers, subordinates, clients, and sales or service personnel.

PREREQUISITE KNOWLEDGE:

Self-awareness
Value system
Personal characteristics
Company policies
Initiative and cooperation
Following instructions
Tact
Good grooming
Personality
Loyalty
Communicating
Attitude
Accuracy
Job responsibility (disclosed and undisclosed)

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Resource Materials and Teaching Aids:

Job Skills

Key Entry Operator I

COMPETENCY:

Data Entry

The student will keypunch information from coded source documents and produce material at the rate of 9,000 key strokes per hour with no more than 5 errors.

PREREQUISITE KNOWLEDGE:

Preparation of drum card or a control program

Keying data from raw source documents

Understanding training manuals

Understanding machine capabilities and limitations

Key entry may be key to card, key to disk, key to paper, or remote on line.

* * * * *

Resource Materials and Teaching Aids:

Data Control Clerk

COMPETENCY: *Accounting Terminology for Data Processing*

The student will explain accounting terms as they relate to data processing.

PREREQUISITE KNOWLEDGE: Accounting terminology and basic principles

* * * * *

Resource Materials and Teaching Aids:

Data Control Clerk

COMPETENCY: *Computer Language*

The student will use a computer language to write a program.

PREREQUISITE KNOWLEDGE:

Computer language

Programming

* * * * *

Resource Materials and Teaching Aids:

Data Control Clerk

COMPETENCY: *Input/Output Balance*

The student will balance input or output documents (tapes, cards, disk, or source document).

PREREQUISITE KNOWLEDGE: Fundamentals of accounting competency

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Resource Materials and Teaching Aids:

Data Control Clerk

COMPETENCY: *Output-Storage Records*

The student will maintain accurate records of output materials, storage location, accuracy of data output, and proper distribution and security of data.

PREREQUISITE KNOWLEDGE:

Logging principles

Numerical filing

Computer operations

Reading job control language

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Resource Materials and Teaching Aids:

Data Processing Trainee

COMPETENCY: *Terminology, Computer Arithmetic, Logic*

The student will demonstrate an understanding of data processing and logic.

PREREQUISITE KNOWLEDGE:

Data processing terminology

Binary coded decimal

Programming logic

* * * * *

Resource Materials and Teaching Aids:

Data Processing Trainee

COMPETENCY: *Corrective Measures*

The student will use appropriate corrective measures following authorized procedures when such action is indicated.

PREREQUISITE KNOWLEDGE:

Standard data processing procedures

Recognition of non-standard procedures

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Resource Materials and Teaching Aids:

90

Data Processing Trainee

COMPETENCY: *Flow Chart and Documenting*

The student will flow chart, document, and solve program problems.

PREREQUISITE KNOWLEDGE:

Flow charting

Standard procedures for documentation

Basic program language (Cobol, RPGII, Basic, etc.)

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Resource Materials and Teaching Aids:

Data Processing Trainee

COMPETENCY: *Data Processing Communications*

The student will compose effective business letters, memorandums and reports. The student will interpret technical writing and will compose technical communications. The student will prepare and deliver an oral presentation of at least five minutes and answer questions from the audience.

PREREQUISITE KNOWLEDGE:

Basic language competency
Reading and listening skills
Writing craftsmanship
Effective business letters
Reading technical matter
Writing technical reports
Art of effective speaking

* * * * *

Resource Materials and Teaching Aids:

Data Processing Trainee

COMPETENCY: *Computer Operation*

The student will operate electronic computers. This competency must be certified by an approved training sponsor.

PREREQUISITE KNOWLEDGE: Prior competencies

* * * * *

Resource Materials and Teaching Aids:

Programmer I

COMPETENCY: *Writing and Monitoring Programs*

The student will define a task, and will design, debug, test, and document a problem. The student will maintain programs written in an advanced business programming language.

PREREQUISITE KNOWLEDGE:

Reading of flow charts

Program writing

Debugging techniques

Interpreting test results

* * * * *

Resource Materials and Teaching Aids:

Programmer I

COMPETENCY: *Vendor Software*

The student will use vendor-supplied software, including control languages, utilities, and systems procedures.

PREREQUISITE KNOWLEDGE:

Job control language

Utility programs

Predesigned systems

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Resource Materials and Teaching Aids:

Programmer I

COMPETENCY: *System Analysis Techniques*

The student will use system analysis techniques effectively to collect data, design forms, and implement programs.

PREREQUISITE KNOWLEDGE:

System analysis techniques

Collection of data

Designing forms

Control and security of data

Production

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Resource Materials and Teaching Aids:

Programmer I

COMPETENCY: *Sorts, Searches, and other Program Techniques*

The student will use sorts, searches, file organization, editing procedures, and data manipulation in the preparation of programs.

PREREQUISITE KNOWLEDGE:

Sorts

Searches

File organization

Editing procedures

Data manipulation

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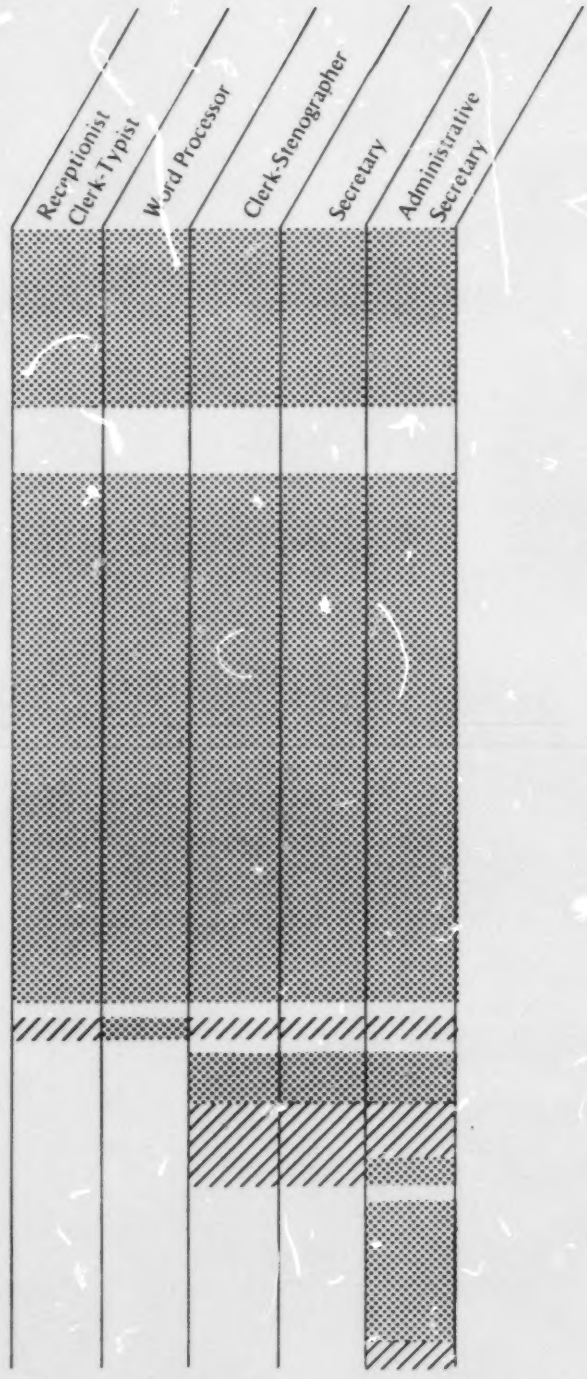
Resource Materials and Teaching Aids:

IV. CLERICAL/SECRETARIAL CLUSTER

Suggested Sets of Competencies

▒▒ = Required

/// = Elective



Core Curriculum

- Job Application and Interview (4.4)
- Basic Math (4.5)
- Basic Language (4.6)
- Telephone Techniques (4.7)
- Office Etiquette (4.8)
- Human Relations in Business (4.9)

Job Skills

- Typewriting (4.12)
- Filing (4.13)
- Reprographics (4.14)
- Business Math and Use of Calculator (4.15)
- Journals (4.16)
- Subsidiary Ledgers (4.17)
- Banking (4.18)
- Payroll (4.19)
- Petty Cash (4.20)
- Inventories (4.21)
- General Journal and General Ledger (4.22)
- Machine Transcription (4.23)
- Supplies (4.24)
- Travel (4.25)
- Meetings (4.26)
- Mail (4.27)
- Receptionist (4.28)
- Business Communications (4.29)
- Word Processing (Automatic Typewriter) (4.30)
- Records Management (4.31)
- Shorthand and Transcription (4.32)
- Legal Transcription (4.33)
- Medical Transcription (4.34)
- Office Simulation (4.35)
- Advanced Skills in Typewriting/Shorthand (4.39)
- Business and Economic Concepts (4.40)
- Fundamentals of Accounting Principles (4.40)
- Metacommunications (4.40)
- Office Management (4.40)
- On-the-job Training

Introduction

CORE CURRICULUM: The core competencies are those basic skills and attitudes which are required for any occupation in the Clerical/Secretarial Cluster.

JOB SKILLS: The Job Skills section identifies competencies related to various occupations. The chart on the opposite page suggests sets of competencies which may qualify the student for specific jobs. However, it should be remembered these are only recommendations and may be modified to fit individual situations. The Clerical/Secretarial unit is different from the other two occupational clusters in this book in that the competencies listed in the Job Skills section are not tied to specific job titles because the interpretation of a job title varies so widely from one employer to another.

PREREQUISITE KNOWLEDGE: The Prerequisite Knowledge section lists subject matter which students must know to fulfill the competency described. Since there is no overall hierarchy of Clerical/Secretarial occupations, there is no fixed sequence in which competencies must be mastered.

RESOURCE MATERIALS AND TEACHING AIDS: Each competency is listed on a separate page. The lower area of each page is left blank for the instructor to use in noting books, articles, and techniques which may be useful in teaching that competency.

ASSOCIATE DEGREE PROGRAM: A few New Mexico post-secondary schools offer a two-year degree program in Secretarial Administration. A special section at the end of the Clerical/Secretarial unit outlines the vocational competencies and liberal arts subjects which we think should be required for an Associate Degree in this field.

Core Curriculum

COMPETENCY: *Job Application and Interview*

The student will write a resume, complete an employment application, participate in a mock interview,* write a letter of application, and write a follow-up letter.

PREREQUISITE KNOWLEDGE:

Preparation of a resume

Legible and correct application

Types of clerical and secretarial occupations

Occupational choices

Individual qualifications and wage aspects of chosen career field

Letter styles

Letter writing techniques

Job opportunities

Techniques for getting and holding a job

* The mock interview should be conducted by business people from the community. Students should be informed of the interviewer's evaluations and recommendations for improvement.

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Basic Math*

The student will add, subtract, multiply, and divide, using whole numbers, fractions, percentages, and decimals. The student will round numbers as instructed and will solve basic math problems.

PREREQUISITE KNOWLEDGE:

Terms and definitions relating to whole numbers, fractions, percentages, and decimals

Terms and definitions relating to place value of numbers

Rounded numbers

Simple math problems encountered in office-related jobs

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Basic Language*

The student will use parts of speech accurately in constructing sentences and will apply the rules of language mechanics. The student's demonstration of these skills will include constructing an accurate response to an inquiry and proofreading and correcting a communication of at least three paragraphs.

PREREQUISITE KNOWLEDGE:

Identification of parts of speech

Application of rules of agreement, sentence construction, spelling, paragraphing, plurals, possessives, capitalization, punctuation, word division, and expressing numbers

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Telephone Techniques*

The student will handle incoming telephone calls effectively and efficiently (including problem calls), prepare telephone messages, and place local and long distance calls as directed.

PREREQUISITE KNOWLEDGE:

Use of telephone directory
Placement of long distance calls
Transferring calls
Written telephone messages
Handling difficult customers
Placing calls on "hold"
Telephone services and costs

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Office Etiquette*

The student will demonstrate office etiquette, including introduction of guests, patrons, and other visitors, providing for visitor's comfort, responding to invitations, and using correct protocol for distinguished visitors.

PREREQUISITE KNOWLEDGE:

Techniques of introduction

Courteous responses to customers or patrons

Formal responses to invitations

Protocol in the office

Job responsibility (disclosed and undisclosed)

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Resource Materials and Teaching Aids:

Core Curriculum

COMPETENCY: *Human Relations in Business*

The student will show an understanding of himself, his value system, and his personal characteristics. The student will display a knowledge of the function of an employee in relation to superiors, pee ., subordinates, clients, and sales or service personnel.

PREREQUISITE KNOWLEDGE:

Self-awareness
Value systems
Personal characteristics
Company policies
Initiative and cooperation
Following instruction
Tact
Good grooming
Personality
Loyalty
Communicating
Attitude
Accuracy
Job responsibility (disclosed and undisclosed)

* * * * *

Resource Materials and Teaching Aids:

Job Skills

Job Skills

COMPETENCY:

Typewriting

The student will type from unarranged copy:

1. Two business letters of average length (130-150 words) in 30 minutes. Letters must be mailable.*
2. Two tables (4 columns – 15 lines) in 30 minutes. Tables must be mailable.*
3. An organizational report containing a title page, table of contents, footnotes, appendix, bibliography, and containing proofreader's marks. All errors must be corrected.

The student will copy material in paragraph form at a rate of not less than 50 words per minute for a 5-minute period with not more than 5 errors.

PREREQUISITE KNOWLEDGE:

Business letter styles

Memorandums

Stylistic features and their placement

Type faces and pitch

Display styles for tabulated material

Proofreader's marks

Report forms

Language mechanics (grammar and punctuation)

Error correction methods

Centering

Placement

Bibliography form

Appendices

Table of Contents

Proofreading

Footnotes

* Mailable: No uncorrected errors; Correct form, style, and mechanics; Corrections undetectable

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Job Skills

COMPETENCY: *Filing*

The student will apply rules for alphabetic, numeric, geographic, subject, and chronological filing, using individual names, business names, schools, governmental units, and other common organizational units in storing and retrieving documents.

PREREQUISITE KNOWLEDGE:

Indexing

Rules of alphabetic, numeric, geographic, subject, and chronological filing

Processing papers

Placing or removing processed papers from folders

Requisition, charge, follow-up control

Preparation of folders and labels

Tickler files

Terminology of records storage and retrieval

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Reprographics*

The student will type and run copies, using the fluid duplicator, stencil duplicator, and electrostatic copier. The student will type copy for offset printing.

PREREQUISITE KNOWLEDGE:

Typewriting Competency
Layout
Paste-up
Use of mimeoscope
Kinds of paper
Correction methods
Other kinds of duplicating
Requisitions for printing
Offset printing process

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY:

Business Math and Use of Calculator

The student will perform the four basic math functions (addition, subtraction, multiplication, and division) on an electronic calculator, using whole numbers, percentages, and decimals. The student will solve business math problems encountered in office-related jobs.

PREREQUISITE KNOWLEDGE:

Basic Math Competency

Problems involving discounts, invoice extension, sales tax, mark-up, mark-down, interest, depreciation, inventory valuation

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (Journals)*

The student will maintain, balance, and rule various journals.
The student will post to general and subsidiary ledgers.

PREREQUISITE KNOWLEDGE:

Kinds of journals
Source documents (business papers)
Analyzing transactions
Journalizing
Proving the journal
Chart of accounts
Posting to the ledgers
General ledger
Subsidiary ledgers

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Resource Materials and Teaching Aids:

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Job Skills

COMPETENCY: *Bookkeeping/Accounting (Subsidiary Ledgers)*

The student will maintain a subsidiary ledger for any general ledger account and prepare a schedule of accounts for each subsidiary ledger in balance with the general ledger account.

PREREQUISITE KNOWLEDGE:

Subsidiary ledgers

Opening and closing accounts

Posting to subsidiary ledgers

Control accounts

Schedule of subsidiary accounts

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (Banking)*

The student will write checks, make bank deposits, balance checkbooks, reconcile bank statements, and identify different means of making payments. The student will maintain a combined cash journal, will foot and rule the journal, post entries to the general ledger, and make appropriate adjusting entries.

PREREQUISITE KNOWLEDGE:

Bank transactions
Checkbooks
Writing checks
Endorsements
Making deposits
Bank statements and reconciliations
Certified checks, cashiers checks, and bank money orders
Bank drafts and travelers' checks
Books of original entry
Cash receipts book
Check register
General ledger
Posting
Adjusting entries
Signature cards
Safety deposit boxes

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (Payroll)*

The student will maintain a payroll register, including calculation of Federal and State withholding taxes, FICA taxes, and other withholdings agreed to by the employer and employee. The student will write employee checks, maintain individual employee payroll records, complete withholding tax statements, journalize employer's payroll taxes, and complete Federal forms 940, 941, 501, and W-3.

PREREQUISITE KNOWLEDGE:

Calculation of gross earnings

Employee exemptions (W-4 forms)

Federal withholding table

State withholding table

FICA taxes

Maximum taxable earnings for FICA

Other items which can be withheld (bonds, annuities, insurance, organization dues, etc.)

Writing checks

Keeping employees' payroll records

Wage and Tax Statement (W-2)

Accounting for employer's payroll taxes

Preparation of forms 940, 941, 501, W-3

Federal and State unemployment compensation taxes

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (Petty Cash)*

The student will maintain a petty cash disbursement record; will foot, rule, and prove the disbursement records; will replenish the petty cash fund; and will record the check issued to petty cash.

PREREQUISITE KNOWLEDGE:

Revolving petty cash funds
Chart of accounts
Expense accounts
Ruling and footing journals
Writing checks
Recording petty cash transactions
Source documents

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (Inventories)*

The student will keep periodic or perpetual inventories of goods or fixed assets.

PREREQUISITE KNOWLEDGE:

Periodic inventory

Perpetual inventory

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Bookkeeping/Accounting (General Journal and General Ledger)*

The student will record transactions in a general journal under supervision, post books of original entry to a general ledger, and take a trial balance.

PREREQUISITE KNOWLEDGE:

Accounting cycle

Accounting for business transactions

Chart of accounts

Books of original entry

General journal

General ledger

Trial balance

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Machine Transcription*

The student will produce mailable* business communications from voice writing equipment on the first typing at a rate of not less than 15 words per minute.

PREREQUISITE KNOWLEDGE:

Operations of voice writing equipment.

Typewriting Competency

Business Communication Competency

Reference material use

* See Typewriting Competency for definition of "mailable."

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Procedures (Supplies)*

The student will keep a supplies inventory, will requisition needed material and supplies, and will complete office forms.

PREREQUISITE KNOWLEDGE:

Taking a supplies inventory

Requisition

Office supplies

Order points

Company policy and procedures manuals

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Procedures (Travel)*

The student will make all arrangements for travel, including transportation reservations, hotel reservations, preparation of an itinerary, assembling of necessary documents, and preparing an expense account on completion of the trip.

PREREQUISITE KNOWLEDGE:

Modes of transportation

Making reservations

Necessary documents for foreign travel

Preparing an itinerary

Business expense accounts (per diem, actual expense)

Travel agencies

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Procedures (Meetings)*

The student will plan a meeting, type an agenda, type a resolution, and transcribe minutes of a meeting.

PREREQUISITE KNOWLEDGE:

Making arrangements for meetings

Preparing an agenda

Equipment requirements for meetings

Shorthand Competency or Machine Transcription Competency

Parliamentary procedure

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Procedures (Mail)*

The student will organize a system for managing incoming and outgoing mail.

PREREQUISITE KNOWLEDGE:

Opening, routing, and sorting incoming mail

Annotating letters

Special mail handling situations

Post office boxes

Sources of postal information

Classes of mail

Addressing envelopes

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Procedures (Receptionist)*

The student will perform the receptionist duties of receiving expected and unexpected visitors, scheduling appointments, setting up a calendar, and keeping a tickler file.

PREREQUISITE KNOWLEDGE:

Keeping calendars of appointments

Tickler files

Office Etiquette Competency

Telephone Technique Competency

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY:

Business Communications

1. The student will compose effective business letters, memorandums, and reports.
2. The student will dictate business letters and memorandums using dictation equipment.
3. The student will prepare and deliver an oral presentation of at least five minutes and answer questions from the audience.

PREREQUISITE KNOWLEDGE:

Basic Language Competency
Reading and listening skills
Communication psychology
Writing craftsmanship
Effective business letters
Writing memorandums and reports
Effective speaking
Dictation Techniques – Indicator slip

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Word Processing (Automatic Typewriter – Correspondence Secretary Competency)*

The student will program material on a magnetic keyboard from machine dictation, rough draft, or hand-written copy. The student will log, store, retrieve, revise, and produce documents with accuracy.

PREREQUISITE KNOWLEDGE:

Magnetic keyboard

Word-processing concept

Typewriting Competency

Machine Transcription Competency

Business Communications Competency

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Records Management*

The student will establish a records management system by determining primary and secondary guides, deciding on color coding, choosing file folder captions, and establishing rules for transfer, storage, and retention.

PREREQUISITE KNOWLEDGE:

Filing Competency
Color coding systems
Organization of a filing system
Establishing rules for transfer and storage
Legal implications for retention of records
Equipment and supplies
Automated filing systems
Microforms
Cost-volume relationships

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Shorthand and Transcription*

The student will:

1. Take dictation of new material at a rate of 80 words per minute for 3 minutes with 98 per cent accuracy.
2. Transcribe notes at the rate of 15 to 20 words per minute, including proofreading and corrections. Copy must be mailable.*

PREREQUISITE KNOWLEDGE:

Office style dictation

Typewriting Competency

Business Communications Competency

* See Typewriting Competency for definition of "mailable."

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Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Legal Transcription*

1. The student will use and spell terminology correctly. The student will give the meaning of terms used in the various legal instruments that are transcribed from either voice writing equipment or shorthand notes.
2. The student will use correct form and format in typing mailable* legal documents.

PREREQUISITE KNOWLEDGE:

Types and styles of legal instruments

Typewriting Competency

Shorthand/Transcription Competency or Machine Transcription Competency

Business Communications Competency

Legal terminology

* See Typewriting Competency for definition of "mailable."

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Medical Transcription*

1. The student will use and spell common medical terms correctly when transcribing from voice writing equipment. Transcript will be mailable.*
2. The student will locate specialized medical terminology for correct spelling and contextual usage.

PREREQUISITE KNOWLEDGE:

Medical terminology

Typewriting Competency

Machine Transcription Competency

Business Communications Competency

* See Typewriting Competency for definition of "mailable."

* * * * *

Resource Materials and Teaching Aids:

Job Skills

COMPETENCY: *Office Simulation*

The student will assume responsibility for work assigned in a simulated department, will perform acceptably, and will relate well to office superiors, peers and outsiders (customers, clients, patients, patrons, etc.).

The student will demonstrate the following skills at a degree of competence compatible with entry level secretarial jobs:

1. Type materials in mailable* form from rough draft.
2. Compose acceptable letters.
3. Type forms in correct style.
4. File and retrieve materials quickly and accurately.
5. Receive and place telephone calls correctly and courteously.
6. Prepare, send, receive, and distribute mail correctly and in the least expensive way.
7. Plan and prepare an itinerary, including reservations for travel by airlines and for hotel/motel reservations.
8. Establish priorities for work assigned and follow through on established priorities.
9. Demonstrate punctuality and regular attendance.
10. Demonstrate acceptable office appearance.

PREREQUISITE KNOWLEDGE: All previous competencies

* See Typewriting Competency for definition of "mailable."

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Resource Materials and Teaching Aids:

Associate Degree Program

in

Secretarial Administration

Introduction

Several New Mexico colleges offer the two-year Associate Degree program in Secretarial Administration to encourage students to expand their understanding of themselves and their world. The two-year curriculum recommended in this guide requires the student to complete certain academic courses in addition to the vocational competencies listed earlier in the Clerical/Secretarial unit.

Attainment of the Associate Degree should reflect a broadening of one's interests beyond strictly skill training. Obviously, a degree graduate should have developed secretarial skills to a high level of competency. However, a degree should represent an understanding of the economic environment within which the graduates will function as well as an understanding of man's responsibilities in society. Study of our cultural heritage should be a part of the degree program.

This two-year program also could be used as a foundation on which the student could build additional academic credits and eventually qualify for a baccalaureate degree in Teacher Education or Business Administration.

The State Department of Education does not have authority to dictate which courses should be required by degree-granting institutions. However, we have been asked to make suggestions in this guide. The curriculum recommended below reflects our concern that Associate Degree programs should challenge these students academically. They should be treated as intellectual equals – with the ability and the potential to compete scholastically with other college students. We demand the best from them in their vocational classes and they deserve the best in other areas of the curriculum.

First Year

(The competencies listed below are described in detail in the prior Clerical/Secretarial section.)

CORE CURRICULUM:

- Job Application and Interview
- Basic Math
- Basic Language
- Telephone Techniques
- Office Etiquette
- Human Relations

JOB SKILLS:

Typewriting
Shorthand and Transcription
Business Math and Use of Calculator
Records Management
Machine Transcription
Reprographics
Bookkeeping/Accounting*
Business Communication
Office Procedures*
Office Simulation*
(Electives)
Word Processing
Legal Transcription
Medical Transcription

* Includes several competencies under this heading.

Second Year

ADVANCED SKILLS: Office Simulation (integrated approach to learning)

Typewriting

1. Straight copy at 65 words per minute over a 5-minute period with a maximum of 5 errors.
2. Mailable* production of:

   Two-page letters
   Two-page manuscripts
   Six-column tables with words, symbols, decimals, long and short column headings
   Rough draft typing
   Financial statements
   Forms processing

Shorthand and Transcription

1. 100 words per minute with verbatim transcription for 3 minutes.
2. Mailable* transcript at rate of 20 to 25 words per minute, including proofreading and corrections.

* See the Typewriting Competency for a definition of "mailable."

RECOMMENDED AREAS OF ACADEMIC STUDY:

Human Behavior – hierarchy of needs, conditioned behavior, Transactional Analysis

Group Behavior – development, structure, and function of human groups; patterns of collective behavior

Metacommunications – oral, written, listening, body language

Business and Economic Concepts – terminology, laws affecting business transaction, money mangement, macro-economics inclucing the American economic system, business ethics, insurance, credit, environmental and energy problems

Office Management – records systems, computer theory and software (hardware, where available), secretarial practice, supervision of employees.

Fundamentals of Accounting Principles

V. EMPLOYMENT OUTLOOK

Introduction and Definitions

More than 900,000 job openings are expected each year in business and office occupations in the United States for the period from 1975 to 1985. About 4,300 of these annual openings will take place in New Mexico, according to the State Employment Security Commission, which has provided the information for this section. Data about specific occupations are presented below under the following categories:

Description of Work: A brief summary of duties normally performed in this job category.

Helpful Personal Traits: A list of individual attitudes and attributes usually important for success in the subject occupation.

Training: The usual means of entering a career field are listed in order of occurrence. Employers' preferences also are indicated in certain instances. "On-the-Job Training" means that skills for this job are learned formally or informally at work. "Technical-Vocational" means that specialized training programs are offered at public or private technical, vocational, or business schools. The abbreviations refer to the New Mexico schools listed at the end of this Guide. These schools were cited as accredited or approved in lists published by the Veterans' Administration, State Board of Educational Finance, or the New Mexico Educational Opportunity Center in the *Guide to Postsecondary Education in New Mexico*. There may have been changes since this information was published. Required training also may be available at some high schools or other educational institutions.

Salary: This was the national salary level for the occupation in 1974, the latest year available, unless otherwise noted. New Mexico salaries often are lower than those in many other states.

Employment Outlook: A summary of the expected long-term job situation at the national, state, and Albuquerque levels. The symbols listed after "Expected Growth Rate" should be interpreted:

MF (much faster), more than 50 per cent
F (faster), 25 to 49 per cent
A (average of all occupations nationally), 15 to 24 per cent
S (slower), 4 to 15 per cent
MS (much slower), less than 4 per cent.

The figures following "Annual Job Openings (1975-1985)" are the average annual sum of growth plus replacement openings. Numbers for "Current Employment" and "Annual Job Openings" are rounded to the nearest 100 or 25 respectively. While the assumptions and trends on which these projections are based appeared reasonable at the time the projections were made, some major unexpected developments may occur, changing the estimates listed here.

(Except for the data on New Mexico and Albuquerque Job Outlook and in-state Training Sources, most of the information on the following pages came from the *Occupational Outlook Handbook, 1976-77 Edition*, published by the U.S. Department of Labor. This publication describes hundreds of occupations in detail, including the nature of work, places of employment, qualifications, national employment outlook, earnings, and working conditions. It is available in most libraries and employment counseling offices. These offices also offer tests to help an individual find the job fields related to his interests and aptitudes.)

Cashiers

Description of Work: Receive payments, give change and receipts to customers and fill out charge slips.

Helpful Personal Traits: Honesty, arithmetic ability, ability to deal with people, tact, good eye-hand coordination.

Training: High school graduation preferred. On-the-job training. Technical-Vocational: Alb TVI, Dona Ana, ENMU-C, Luna, NMSU-SJ, SIPI.

Salary: Beginning $2.00/hour.

Employment Outlook: Needs may be limited somewhat by increasing use of automated checkout systems. However, substantial growth in trade employment and high turnover should result in a large number of job openings each year.

	United States	New Mexico	Albuquerque
Current Employment	1,132,000	7,000	2,300
Expected Growth Rate	A	F	F
Annual Job Openings	91,400	600	200

Bookkeepers

Description of Work: Record the various financial records for a business using general accounting procedures and forms. May analyze and prepare special data statements and balances.

Helpful Personal Traits: Arithmetic ability, willingness to perform repetitive and detailed work, neatness, persistence.

Training: High school graduation required. Technical-Vocational preferred: AAA, Alamo SS, Alb BC, Alb TVI, Dona Ana, ENMU-R, NM Jr Col, NMSU-C, NMSU-SJ.

Salary: Beginning average $550/month; experienced average $697/month.

Employment Outlook: Increasing use of automated equipment will slow growth. However, a substantial number of openings are likely due to the size of the field and high replacement needs. Expect good opportunities for experienced workers in New Mexico and Albuquerque.

	United States	New Mexico	Albuquerque
Current Employment	1,707,000	9,300	3,000
Expected Growth Rate	S	A	A
Annual Job Openings	113,300	675	275

Accountants

Description of Work: Prepare or check records and reports on financial operations. May specialize in income taxes, audits, investments, budgets, or similar matters.

Helpful Personal Traits: Mathematical aptitude, ability to concentrate for long periods, organizational ability, memory for detail, neatness.

Training: College degree preferred: CSF, VDE, ENMU, High, NMSU, UA, UNM, WNMU. Technical-Vocational: AAA, Alb BC, Alb TVI, ENMU-R, NCB, NM Jr Col, NMSU-SJ, NMTVS, SBC-R, SFBC, SFVT, SIPI, UNM-N.

Salary: Beginning average $9,700/year; experienced $13,300-$19,600/year.

Employment Outlook: Increasing job needs due to growth in size and complexity of business and government operations. College trained workers likely to have best opportunities. About one-half of the increase in New Mexico expected in public accounting and bookkeeping companies.

	United States	New Mexico	Albuquerque
Current Employment	827,000	3,800	2,200
Expected Growth Rate	A	F	F
Annual Job Openings	45,000	225	125

Keypunch Operators

Descriptions of Work: Type data on cards using a typewriter-like machine for input to electronic computer systems.

Helpful Personal Traits: Ability to perform repetitive work accurately, good eyesight, good eye-hand coordination and finger dexterity, ability to concentrate, tolerance for noise.

Training: High school graduation preferred. On-the-job training. Technical-Vocational: AAA, Alb TVI, ENMU-C, NM Jr Col, SFVT, SIPI.

Salary: Beginning $105-$120/week.

Employment Outlook: Expected technical changes in data input should decrease overall needs for keypunch workers; job openings will come from replacement of current staff. Best opportunities in the state for operators willing to work shift schedules.

	United States	New Mexico	Albuquerque
Current Employment	245,000	700	500
Expected Growth Rate	MS	MS	MS
Annual Job Openings	10,000	50	25

Computer Equipment Operators

Description of Work: Perform operational functions associated with electronic computers. May transfer data from paper cards or tapes to magnetic tapes, load and run computer programs, or operate high speed printers for output data.

Helpful Personal Traits: Ability to do detailed work in a high pressure environment, alertness, good eye-hand coordination, finger and hand dexterity, tolerance for noise.

Training: High school graduation preferred. Technical-Vocational preferred: AAA, Alb TVI, NM Jr Col. On-the-job training.

Salary: Beginning $140-$160/week; experienced $180-$205/week.

Employment Outlook: Continuing expansion of computer systems through new installations and additional user terminals should increase needs across the country.

	United States	New Mexico	Albuquerque
Current Employment	255,000	1,400	800
Estimated Growth Rate	F	F	F
Annual Job Openings	14,800	75	50

Computer Programmers

Description of Work: Use computers to solve business or scientific problems by analyzing possible solutions, writing program instructions in special computer languages, and testing the results for accuracy.

Helpful Personal Traits: Ability to concentrate on detailed work for long periods, good memory, creativity, imagination, ability to work with extreme accuracy, persistence, high analytical ability, ability to understand abstract systems.

Training: High school graduation required. College degree preferred for some jobs: ENMU, High, NMIMT, NMSU, UNM, WNMU. Technical-Vocational: AAA, Alb TVI, NM Jr Col, NMMI, UNM. On-the-job training.

Salary: Beginning $170-$240/week; experienced $260-$335/week.

Employment Outlook: Growing needs to operate new and expanded computer systems. Experts predict best opportunities for skilled workers who understand complex systems and languages.

	United States	New Mexico	Albuquerque
Current Employment	204,000	1,200	600
Expected Growth Rate	F	F	F
Annual Job Openings	13,500	75	50

Computer Systems Analysts

Description of Work: Solve complicated business or scientific problems using computer procedures for data analysis and mathematical solution.

Helpful Personal Traits: Analytical ability, ability to think logically and persistently under time pressure, ability to concentrate on detailed work with great accuracy, creativity, ability to understand abstract systems, memory for detail.

Training: College degree preferred: ENMU, NMIMT, NMMI, NMSU, UNM, WNMU. Technical-Vocational: Alb TVI. On-the-job training.

Salary: Beginning $230-$250/week; experienced $300-$335/week.

Employment Outlook: Increasing uses of computers in more complex applications will result in significantly greater opportunities in the years ahead. State growth likely to be concentrated in the Albuquerque area in large business and scientific organizations.

	United States	New Mexico	Albuquerque
Current Employment	103,000	400	300
Expected Growth Rate	MF	MF	MF
Annual Job Openings	7,500	25	25

Receptionists

Description of Work: Greet customers or clients and refer them to the proper office. May also maintain records and do typing or filing.

Helpful Personal Traits: Poise, pleasant personality and voice, neat appearance.

Training: High school graduation required. Technical-Vocational: AAA, Alamo SS, Alb TVI, Dona Ana, ENMU-C, ENMU-R, Luna, NM Jr Col, NMSU-C, NMSU-SJ, NMTVS, SBC-R, SFBC, SIPI. On-the-job training.

Salary: Average $113/week.

Employment Outlook: Significant number of openings expected in this fast-growing field due especially to expansion of service employers in the health, business, and professional sectors.

	United States	New Mexico	Albuquerque
Current Employment	475,000	2,400	1,200
Expected Growth Rate	F	F	F
Annual Job Openings	54,100	275	125

File Clerks

Description of Work: Receive, classify, store, update, and retrieve office records in a central filing system.

Helpful Personal Traits: Ability to spell well, ability to do detailed work, good eyesight, willingness to do repetitive work, neatness, ability to work with others.

Training: High school graduation required. Technical-Vocational: AAA, Alb BC, Alb TVI, Dona Ana, ENMU-C, ENMU-R, Luna, NM Jr Col, NMSU-SJ, NMTVS, SBC-R, SFBC, SIPI. On-the-job training.

Salary: Beginning $107/week; experienced average $118-$144/week.

Employment Outlook: Increasing use of computer and other automated records-keeping systems will limit growth needs. Majority of openings due to replacement.

	United States	New Mexico	Albuquerque
Current Employment	280,000	700	400
Expected Growth Rate	A	A	A
Annual Job Openings	23,100	50	25

Typists

Description of Work: Type final copies of letters, data tables, reports, and other materials from rough drafts or dictation tapes. May perform other office duties such as filing.

Helpful Personal Traits: Good eyesight, large vocabulary, high manual dexterity, ability to operate business equipment, neatness, accuracy, ability to concentrate amid distractions.

Training: High school graduation required. On-the-job training. Technical-Vocational: AAA, Alamo SS, Alb BC, Alb TVI, Dona Ana, ENMU-C, ENMU-R, LCTB, Luna, NM Jr Col, NMSU-C, NMSU-SJ, NMTVS, SBC-R, SFBC, SFVT, SIPI.

Salary: Beginning average $122/week; experienced average $141/week.

Employment Outlook: Growth rate projected to be the same in New Mexico as nationally. Nevertheless, increasing paperwork, employment across a wide range of industries, and high replacement needs will result in a large number of job openings each year. Best opportunities for highly skilled.

	United States	New Mexico	Albuquerque
Current Employment	1,071,000	3,300	1,500
Expected Growth Rate	F	F	F
Annual Job Openings	117,400	350	150

Statistical Clerks

Description of Work: Perform various numerical and record-keeping operations involving financial, computer, statistical, scheduling, invoice, and other data systems.

Helpful Personal Traits: Good eyesight, good mathematical ability, willingness to perform repetitive and detailed work accurately.

Training: High school graduation required. On-the-job training.

Salary: Beginning $90-$100/week; experienced $120-$150/week.

Employment Outlook: Growth limited both nationally and locally due to computer and other automated processing of numerical information. However, the relatively large size of field and high turnover will result in a number of openings each year.

	United States	New Mexico	Albuquerque
Current Employment	329,000	1,200	600
Expected Growth Rate	A	A	A
Annual Job Openings	21,800	75	50

Secretaries and Stenographers

Description of Work: Perform general office duties such as typing, filing, taking shorthand dictation, greeting visitors, answering phone calls, and operating office machines.

Helpful Personal Traits: Ability to communicate easily, self-confidence, large vocabulary, ability to concentrate amid distractions, hand and finger dexterity, alertness, willingness to do exacting work at fast pace.

Training: High school graduation required. On-the-job training. Technical-Vocational preferred: AAA, Alamo SS, Alb BC, Alb TVI, Dona Ana, ENMU-C, ENMU-R, LCTB, Luna, NM Jr Col, NMSU-C, NMSU-G, NMSU-SJ, NMTVS, SBC-R, SFBC, SIPI, UNM-N. Two year programs: CSF, ENMU, High, UNM, WNMU.

Salary: Secretaries in large city $638-$804/month. Stenographers $586/month; experienced, highly skilled $663/month.

Employment Outlook: A very large number of job openings expected due to rapid growth of the state's economy, widespread employment in all industries, and high replacement needs. Best opportunities both nationally and regionally for workers with excellent typing and shorthand skills. More part-time openings forecast.

	United States	New Mexico	Albuquerque
Current Employment	3,086,000	14,000	6,300
Expected Growth Rate	F	MF	MF
Annual Job Openings	371,000	1,700	750

Secretaries, Legal

Description of Work: Perform general law office duties, including typing, filing and taking shorthand. Assist in specialized legal work such as researching and preparing briefs.

Helpful Personal Traits: Ability to communicate easily, large vocabulary, discretion, poise, good memory, hand and finger dexterity, ability to concentrate amid distractions, willingness to do exacting work at fast pace.

Training: High school graduation required. On-the-job training. Technical-Vocational preferred: AAA, Alb BC, Alb TVI, Dona Ana, ENMU-R, LCTB, NM Jr Col, SFBC, SIPI, ENMU (two years).

Salary: Not available.

Employment Outlook: Employment in legal firms and related activities is expected to increase faster than average, both nationally and locally. Job opportunities for well qualified workers have been very good in New Mexico and are likely to continue so.

	United States	New Mexico	Albuquerque
Current Employment	142,000	600	300
Expected Growth Rate	MF	MF	MF
Annual Job Openings	19,600	75	50

Secretaries, Medical

Description of Work: Perform general duties in a medical office or facility such as typing, filing, and taking shorthand on patient case histories, and other medical reports.

Helpful Personal Traits: Discretion, ability to communicate easily, large vocabulary, willingness to do exacting work at fast pace, hand and finger dexterity.

Training: High school graduation required. On-the-job training. Technical-Vocational: AAA, Alamo SS, Alb BC, Alb TVI, Dona Ana, ENMU (two years), LCTB, Luna, NM Jr Col, SFBC, SIPI.

Salary: Not available.

Employment Outlook: Very good opportunities for skilled workers familiar with medical terminology and possessing good typing and shorthand skills.

	United States	New Mexico	Albuquerque
Current Employment	106,000	300	200
Expected Growth Rate	MF	MF	MF
Annual Job Openings	13,900	50	25

Post-Secondary Training Institutions

AAA	AAA Colleges Inc., P.O. Box 1370, Albuquerque 87108
A1 SS	Alamogordo Secretarial School, 1201 Cuba, Alamogordo 88310
Alb BC	Albuquerque Business College, P.O. Box 8523, Albuquerque 87108
Alb TVI	Albuquerque-Technical-Vocational Institute, 525 Buena Vista S.E., Albuquerque 87106
CSF	College of Santa Fe, St. Michael's Drive, Santa Fe 87501
CSW	College of the Southwest, Hobbs 88240
Dona Ana	Dona Ana County Occupational Education Branch, University & Espina Ave., Las Cruces 88003
ENMU	Eastern New Mexico University, Portales 88130
ENMU-C	Eastern New Mexico University – Clovis Branch, High Plains Vocational Technical School, 615 Axtell Street, Clovis 88101
ENMU-R	Eastern New Mexico University, Technical Vocational Division, Roswell Campus, Box 6761, Roswell 88201
High	New Mexico Highlands University, Las Vegas 87701
LCTB	Las Cruces Technical & Business College, 420 So. Main, Las Cruces 88001
Luna	Luna Vocational-Technical Institute, Las Vegas 87701
NCB	National College of Business, Albuquerque Extension, 620 Roma N.W., Albuquerque 87102
NM Jr Col	New Mexico Junior College, Technical Vocational Division, Lovington Highway, Hobbs 88240
NMSU	New Mexico State University, P.O. Box 3A, Las Cruces 88003
NMSU-A	New Mexico State University – Alamogordo Branch, P.O. Box 477, Alamogordo 88310
NMSU-C	New Mexico State University – Carlsbad Branch, 2900 W. Church Street, Carlsbad 88220
NMSU-G	New Mexico State University – Grants Branch, P.O. Box 906, Grants 87020
NMSU-SJ	New Mexico State University – San Juan Branch, Academic Division, 4601 College Blvd., Farmington 87401
NMTVS	New Mexico Technical-Vocational School, Espanola Campus, P.O. Box 250, Espanola 87532
SFBC	Santa Fe Business College, 121 N. Federal Place, Santa Fe 87501
SBC-R	Southwestern Business College, 100 N. Penn, Roswell 88201
SFVT	Santa Fe Vocational Technical School, 2200 Yucca Rd., Santa Fe 87501
SIPI	Southwest Indian Polytechnic Institute, 9169 Coors Rd. N.W., Albuquerque 87114

U of A	University of Albuquerque, St. Joseph's Place N.W., Albuquerque 87140
UNM	University of New Mexico, Albuquerque 87131
WNMU	Western New Mexico University, Silver City 88061